

# SETTING UP A SERVICE LEARNING PROJECT

## **PART 8 – Two to three 45-minute planning sessions**

Project length determined by project

### OVERVIEW

Following the instructions in their Water Quality Project booklets, students work together to plan and carry out water quality community service projects.

#### **Materials**

- Water Quality Project booklets – 1 per student/group

#### **Vocabulary Words**

- Task
- Timeline

#### **Helpful Hints**

- Student voice is an important component to service learning. However, to save time, you may want to determine what projects might work best for your class to help guide student discussions. A list of project ideas can be found in Teacher Resources.
- Create Water Quality Project booklets for each student or group. The template can be copied and stapled together to form the booklets.
- Become “Project Manager” to guide students through their project.

#### **PROCEDURE**

1. Distribute a Water Quality Project booklet to each student/group. Have them put their name(s) on the cover.
2. Use the students’ reflection articles to begin a discussion that leads to planning their service learning project, and how these efforts may help resolve a water quality problem on their campus or in their community.
3. Using their booklets, have student groups follow the guidelines to complete the first worksheet, listing the problems they found and ideas that might resolve the problems. Have groups share their findings as you list them on the board. As a class, pick the top three ideas.
4. Have students fill out one Look Closer worksheet for each of the top three ideas. Have them share their findings and decide which one seems most practical and most exciting to them. Using the booklets, have students develop possible names for their project.

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As a class, decide or vote on a final name.

5. Have student groups use their booklets to brainstorm the tasks necessary to implement their project.
6. Help students organize the tasks. Use a large sheet of mural paper and organize the tasks using a technique called webbing:
  - a. Place the name of the project in the center and circle it.
  - b. Write each suggested task, circle it, then connect it to the center.
  - c. Tasks associated with these main tasks should be circled and connected to the task.
7. As a class, use the timeline worksheet in the booklets to assign tasks and create a timeline.
8. Have students use the Get Support For Your Project worksheet to brainstorm who might be able to support the project or provide helpful ideas or resources.
9. Help students follow the task list to implement their project.
10. After completion, have students write to the California Water Boards telling about their project and its success.
11. Share your accomplishments with a local reporter, or through a school display or assembly.
12. Wrap up the unit with a celebration. Work with the students to come up with celebration ideas, such as a pizza party, picnic, or ice cream social. Or, make t-shirts for everyone who participated with We Made A Difference on the back.



### GUIDED QUESTIONS



- What were the most successful parts of the project?
- What was the least successful part?
- What did you learn from your experience?
- What would you do differently next time and why?
- Who or what was influenced by your action?
- Would you like to get involved in another environmental service project? Why or why not?